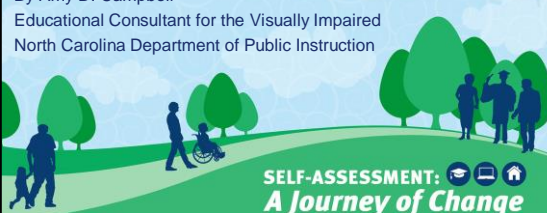


66TH CONFERENCE ON EXCEPTIONAL CHILDREN

IEPs and the Visually Impaired: Bridging Compliance with Outcomes

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SELF-ASSESSMENT: *A Journey of Change*

PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education | Department of Public Instruction

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Eligibility

- A visual acuity between 20/70 and 20/200 in the better eye after correction to be considered visually impaired.
- or
- A visual acuity of 20/200 or less in the better eye after correction or a peripheral field so contracted that the widest diameter subtends an arc no greater than 20 degrees to be considered legally blind.
- and
- The disability must: (A) Have an adverse effect on educational performance; and (B) Require specially designed instruction.

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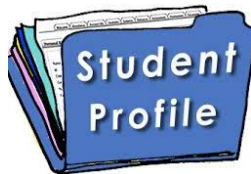
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Eligibility criteria does not always determine if a TVI can provide instruction to a student with Visual Impairment.

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Student Profile

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Student Strengths

- 101 Report Card Comments

http://www.scholastic.com/teachers/sites/default/files/posts/u133/pdfs/report_card_comments_for_scholastic.pdf

- Expanded Core Curriculum Checklist

https://www.region10.org/r10website/assets/File/Ecc1_7.pdf

http://www.teachingvisuallyimpaired.com/uploads/1/4/1/2/14122361/ecc_annual_needs_assessment.pdf

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Assessment Summary




During the evaluation process, the child is assessed in **ALL** areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities (34 CFR § 300.304(c)(4)).

Assessment Summary (cont.)

- Functional Vision Assessment
- Learning Media Assessment
- Expanded Core Curriculum Assessment
 - The Core Curriculum for Blind and VI Students (Hatlin, 1996)
 - The Role and Function of the TSVI (Spungin & Ferrell, 2007)
 - State Standards and the ECC Aligned (Lohmeier, 2009)




Parent Concerns/Vision

- Parent Input Questionnaire
www.ode.state.or.us/.../parentquestionnaire.doc
- IEP Planning Forms
www.alsde.edu/sec/ses/Forms/IEP%20Planning%20Forms.doc

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Transition Considerations

- Family move
- Birth of sibling
- Transition to Kindergarten, middle school, high school
- Potential surgery

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Special Factors

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Instruction/Use of Braille

If the student is blind or partially sighted, will the instruction in or use of braille be needed?

Yes No N/A

☐ <https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/brailled-cl-6-19-13.pdf>



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATION SERVICES

June 19, 2013

Dear Colleagues,

For decades, Braille has been a key tool for literacy for many blind and visually impaired individuals. The Individuals with Disabilities Education Act (IDEA or Act), in section 614(d)(1)(B)(i), specifically addresses a public agency's responsibility to make provisions for Braille instruction in educating blind and visually impaired students. This

☐ Evidence: Learning Media Assessment

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Specially Designed PE

- Physical education modified to meet the unique needs of children with disabilities
- The Individuals with Disabilities Education Act mandates access to physical education for students with disabilities (IDEA, 2004, PL 108-446)

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Goal Work

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Present Level of Academic & Functional Performance

IDEA 2004 (300.305 (iii)) requires that the present level of performance in both academic achievement and functional performance be addressed on IEPs.

- What student can and cannot do within goal area
- Current academic/functional performance (including FVA, LMA, and ECC Assessment data)
- How disability affects involvement/progress in general curriculum

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Annual Goal

IDEA 2004(300.320(1)) requires functional outcomes to be addressed on all IEPs

❖ Expanded Core Curriculum Resource

<http://www.tsbvi.edu/instructional-resources/2783-vi-goals-and-objectives>

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<http://earubric.com>

Measurable Goal 1287x

Goal always begins with a verb and relates assessment

Components	Examples	Assessments
<p>Measurable Goal</p> <p>1. Time taken which goal is to be achieved</p> <p>2. Frequency of the goal</p> <p>3. Context, description of the situation for the goal</p> <p>4. Behavior (verb) described in detail</p> <p>5. Behavior (verb) described in detail</p> <p>6. Behavior (verb) described in detail</p> <p>7. Behavior (verb) described in detail</p> <p>8. Behavior (verb) described in detail</p> <p>9. Behavior (verb) described in detail</p> <p>10. Behavior (verb) described in detail</p>	<p>• In 10 weeks, when given a lesson, compare notes, using the classroom and books</p> <p>• In the next 10 weeks, when given a lesson, compare notes, using the classroom and books</p> <p>• In the next 10 weeks, when given a lesson, compare notes, using the classroom and books</p> <p>• In the next 10 weeks, when given a lesson, compare notes, using the classroom and books</p> <p>• In the next 10 weeks, when given a lesson, compare notes, using the classroom and books</p> <p>• In the next 10 weeks, when given a lesson, compare notes, using the classroom and books</p> <p>• In the next 10 weeks, when given a lesson, compare notes, using the classroom and books</p> <p>• In the next 10 weeks, when given a lesson, compare notes, using the classroom and books</p> <p>• In the next 10 weeks, when given a lesson, compare notes, using the classroom and books</p> <p>• In the next 10 weeks, when given a lesson, compare notes, using the classroom and books</p> <p>• In the next 10 weeks, when given a lesson, compare notes, using the classroom and books</p>	<p>• In the next 10 weeks, when given a lesson, compare notes, using the classroom and books</p> <p>• In the next 10 weeks, when given a lesson, compare notes, using the classroom and books</p> <p>• In the next 10 weeks, when given a lesson, compare notes, using the classroom and books</p> <p>• In the next 10 weeks, when given a lesson, compare notes, using the classroom and books</p> <p>• In the next 10 weeks, when given a lesson, compare notes, using the classroom and books</p> <p>• In the next 10 weeks, when given a lesson, compare notes, using the classroom and books</p> <p>• In the next 10 weeks, when given a lesson, compare notes, using the classroom and books</p> <p>• In the next 10 weeks, when given a lesson, compare notes, using the classroom and books</p> <p>• In the next 10 weeks, when given a lesson, compare notes, using the classroom and books</p> <p>• In the next 10 weeks, when given a lesson, compare notes, using the classroom and books</p>

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Assistive Technology

- Line markers/typoscopes
- Magnifier, monocular
- Braille writer
- Long cane/adapted mobility device
- braille notetaker

http://www.teachingvisuallyimpaired.com/uploads/1/4/1/2/14_122361/assistive_technology_solutions.pdf

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Progress Monitoring

- Checklists
- Anecdotal notes
- Informal assessments
- Student Performance Indicators

www.tsbvi.edu/.../1879_spi.rtf

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We know that equality
of individual ability
has never existed and
never will, but we do
insist that equality of
opportunity still must
be sought.

Franklin D Roosevelt

Least Restrictive Environment

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General Ed Participation

- Modifications/Accommodations
- Technical Assistance

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NC Assessment Program

1. Local/Regional Participation

A. General/Standard Program Participation

1. Number of schools participating in the general/standard program

2. Number of students participating in the general/standard program

3. Number of students participating in the general/standard program who are identified as having a disability

4. Number of students participating in the general/standard program who are identified as having a disability who are also identified as having a disability who are also identified as having a disability

5. Number of students participating in the general/standard program who are identified as having a disability who are also identified as having a disability who are also identified as having a disability

6. Number of students participating in the general/standard program who are identified as having a disability who are also identified as having a disability who are also identified as having a disability

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10. Number of students participating in the general/standard program who are identified as having a disability who are also identified as having a disability who are also identified as having a disability

B. Number of students participating in the general/standard program

1. Number of students participating in the general/standard program

2. Number of students participating in the general/standard program

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6. Number of students participating in the general/standard program

7. Number of students participating in the general/standard program

8. Number of students participating in the general/standard program

9. Number of students participating in the general/standard program

10. Number of students participating in the general/standard program

Note: Items must match on the DEC 4.

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Specially Designed Instruction

Educating Blind and Visually Impaired Students: Policy Guidance from OSERS

Department of Education
Office of Special Education and Rehabilitative Services
65 FR 36586
Thursday, June 8, 2000

<http://www.afb.org/info/programs-and-services/public-policy-center/education-policy/educating-blind-and-visually-impaired-students-policy-guidance-from-osers/1235>

Instruction must include the Expanded Core Curriculum!

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Related Services

Sec. 300.34

- Audiology
- Counseling services
- Interpreting services
- Medical services
- Occupational therapy
- Orientation and mobility services
- Physical therapy
- Psychological services
- Recreation
- Rehabilitation counseling services
- School health services
- Social work services
- Speech-language pathology
- Transportation

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Continuum of Placements

- Regular
- Resource
- Separate School

<http://ec.ncpublicschools.gov/esdb-enrollment-flow.pdf>

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Least Restrictive Environment

If the student will be removed from nondisabled peers for any part of the day, explain why the services cannot be delivered with nondisabled peers with use of supplemental aids and services.

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Extended School Year

- Regression and cannot relearn within reasonable time
- Benefits gained during school year will be significantly jeopardized
- Demonstration of emerging skill
